

The Living State Symbols of Arizona

Curriculum Map

Overview	5-day Forecast	Standards	Resources needed
<p>Legislative</p> <p>Learn about our current state symbols and how they were chosen. Investigate our legislative process and learn how citizens can create a bill that becomes a law. Research an animal or plant native to Arizona and present a case for making it a state symbol. In a mock legislative session, take it through the steps required to become law.</p>	<p>Lesson 1: Participate in a general overview of the state symbols</p> <p>Lesson 2: Investigate native animals/plants</p> <p>Lesson 3: Discover how bills become law</p> <p>Lesson 4: Model a legislative session and select new state symbols</p> <p>Lesson 5: Final assessment of understandings; celebrate new learning</p>	<p>SS2-E6 Describe the structure, functions, and powers of the Arizona state and local governments and their relationship to the federal government, with emphasis on...</p> <p>PO 6 the roles and relationships of different levels of government, including federal, state, county, city/town and tribal</p> <p>SS2-E7 Explain the obligations and responsibilities of citizenship, with emphasis on...</p> <p>PO 2 involvement in political decision-making, including voting, petitioning public officials, and analyzing issues</p> <p><i>The following may be touched upon, too:</i></p> <p>SS3-E1 Demonstrate understanding of the physical and human features that define places and regions in Arizona, including the use of geographic tools to collect, analyze and interpret data, with emphasis on...</p> <p>PO 2 explaining and using map titles, symbols, scale, cardinal and intermediate directions, and elevation on maps of Arizona.</p> <p>PO 3 locating and comparing the three landform regions of Arizona—the plateau, mountains, and desert regions—according to their physical features, plants and animals</p> <p>SS3-E3 Describe and locate the major natural and human features that define places and regions in the United States, with emphasis on...</p>	<p>State Symbols PowerPoint</p> <p>State Symbols quiz</p> <p>Vocabulary list and quiz</p> <p>List of selected native animals and plants</p> <p>Arizona Game and Fish poster: “Arizona’s State Symbols”</p> <p>“Critters of Arizona” pocket guide (AZ Game & Fish)*</p> <p>“How a Bill Becomes Law” (PDF) available at: http://www.azleg.state.az.us/</p> <p>California law game: http://www.assembly.ca.gov/acs/acsframeset16text.asp</p> <p>*One free copy of this publication will be provided to every 4th grade student whose classroom teacher registers with the education branch of the Arizona Game and Fish Department: azgfd.gov</p>

		<p>PO 2 interpreting information from a variety of maps and globes, including contour, population, natural resource and historical maps</p> <p>R1-4-01 Use knowledge of root words and affixes to determine the meaning of unknown words</p> <p>R1-4-02 Use context to determine the relevant meaning of a word</p> <p>R1-6-03 Generate clarifying question in order to comprehend text</p> <p>R3-1-05 Identify appropriate print and electronic reference sources needed for a specific purpose</p> <p>R3-2-01 Locate specific information for functional text</p> <p>R3-2-02 Interpret details from functional text for a specific purpose</p> <p>W1-1-04 Use organizational strategies to plan writing</p> <p>W1-2-01 Use a prewriting plan to develop a draft with main idea(s) and supporting details</p> <p>W1-2-02 Organize writing into a logical sequence that is clear to the audience</p> <p>W1-4-01 Identify punctuation, spelling, and grammar usage errors in the draft</p> <p>W1-4-02 Use resources to correct conventions</p> <p>W1-5-01 Prepare writing in a format appropriate to audience and purpose</p> <p>W1-5-02 Share the writing with the</p>	
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		<p>intended audience</p> <p>W1-5-03 Use margins and spacing to enhance the final product</p> <p>W1-5-04 Write legibly</p> <p>W2-1-01 Express ideas that are clear and directly related to the topic</p> <p>W2-1-02 Provide content and selected details that are well-suited to audience and purpose</p> <p>W2-1-03 Use relevant details to provide adequate support for the ideas</p> <p>W3-6-01 Paraphrase information from a variety of sources</p> <p>W3-6-02 Organize notes in a meaningful sequence</p> <p>W3-6-03 Write an informational report that includes main idea(s) and relevant details</p> <p>SC1-1-02 Formulate a relevant question through observations that can be tested by an investigation</p> <p>SC1-1-04 Locate information related to an investigation</p> <p>SC1-4-01 Communicate verbally or in writing the results of an inquiry</p> <p>SC1-4-02 Choose an appropriate graphic representation for collected data:</p> <ul style="list-style-type: none"> ○ Bar graph ○ Line graph ○ Venn diagram ○ Model <p>SC4-1-02 Classify animals by identifiable group characteristics:</p>	
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		<ul style="list-style-type: none">○ Vertebrates – mammals, birds, fish, reptiles, amphibians○ Invertebrates – insects, arachnids <p>SC4-3-01 Describe ways various resources are utilized to meet the needs of a population</p> <p>SC4-3-02 Differentiate renewable resources from nonrenewable resources</p>	
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Legislative

5 DAY FORECAST



Day One:

Lesson 1: Participate in a general overview of the state symbols

Day Two:

Lesson 2: Investigate native animals/plants

Day Three:

Lesson 3: Discover how bills become law

Day Four:

Lesson 4: Model a legislative session and select new state symbols

Day Five:

Lesson 5: Final assessment of understandings; celebrate new learning



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Enduring Understandings:

1. There is great diversity of life in Arizona.
2. Plants and animals adapt to their environments.
3. Wildlife has many values to humans and should be respected and conserved.
4. Laws can be made or changed by concerned citizens.
5. Our government consists of multiple branches with specialized roles.

Core Questions:

- What causes the diversity of life we find in Arizona?
- What are some ways plants and animals adapt?
- What is the value of wildlife to humans?
- How can an ordinary citizen create/change laws?
- How does our state government work?
- How does a bill become law?

Overview:

Learn about our current state symbols and how they were chosen. Investigate our legislative process and learn how citizens can create a bill that becomes a law. Research an animal or plant native to Arizona and present a case for making it a state symbol. In a mock legislative session, take it through the steps required to become law.

Objectives:

1. Identify Arizona's state wildlife and plant symbols and learn when and how they were selected
2. Recognize that a variety of wildlife and plants inhabit Arizona
3. Research a native species of Arizona
4. Become familiar with basic legislative vocabulary terms
5. Recognize the basic legislative process, including the branches of Arizona government
6. Describe how a bill becomes law
7. Compare and contrast the merits of different proposals
8. Follow the step-by-step procedure for a citizen's idea to become law
9. Create a graphic representation
10. Read a graphic representation

Resources:

- State Symbols PowerPoint
- Arizona Game and Fish Poster: "Arizona's State Symbols"
- State Symbols Graphic Organizer (1 per student)
- "Critters of Arizona" (1 per student)*
- "Who Lives in Arizona?" Student Handout (1 per student or group)
- Student Assignment Handout (1 per student)
- Legislative Proposal Form (1 per student)

Vocabulary

The following words will be defined at the end of the lesson:

BILL

LAW

LEGISLATURE

NOMINATION

SYMBOL

- “How a Bill Becomes Law” (PDF) available at: <http://www.azleg.state.az.us/>
- California law game: <http://www.assembly.ca.gov/acs/acsframeset16text.asp>
- Legislative Quiz (1 per student)

Lesson 1: “Arizona State Symbols”

Goal: Recognize diversity in Arizona’s wildlife

Objective: Identify Arizona’s state wildlife and plant symbols and learn when and how they were selected

Activity:

1. Present the media production available via the Arizona Game and Fish Web site at azgfd.gov (or CD available free from the Arizona Game and Fish Department education branch).
2. Students complete State Symbols Graphic Organizer worksheet during and/or following this presentation.
3. Discuss the importance of symbols and the reason we choose symbols to represent various parts of our society.
4. Ask the students: If you could change one of these symbols, which would it be and why? They should write a short answer in their journals. Have students share their responses if time allows.

Lesson 2: “What Lives Here and Why Might It Be Symbolic?”

Goal: Investigate native animals/plants

Objectives:

1. Recognize that a variety of wildlife and plants inhabit Arizona
2. Research a native species of Arizona

Activity:

1. Provide students with the “Who Lives in Arizona?” worksheet. [Alternate: Use the computer to research a list of animals and plants native to Arizona. You may find these at azgfd.gov. Click on “Wildlife and Conservation,” and then scroll down to “Arizona’s Natural Heritage Program (HDMS)” for a listing of many native plants and animals.]
2. Brainstorm criteria for selecting a plant or animal as a state symbol. (e.g. Should it be a species unique to Arizona? Should it be found throughout most of the state?) Class should agree on a set of two or three of these criteria that all students will use to select an animal or plant.
3. Divide the class into eight teams of students and assign each team one category of symbols (bird, mammal, fish, reptile, amphibian, butterfly or insect, tree, flower). Give teams their performance task assignment.
4. Performance task assignment: Individuals begin to research an animal or plant (Make sure each one is different!) and write a paragraph explaining why it would be a good choice for a state symbol. Include a graphic illustrating the range of the plant or animal.

Lesson 3: “How Does My Idea Become a Law?”

Goal: Discover how bills become law



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Objectives:

1. Become familiar with basic legislative vocabulary terms
2. Recognize the basic legislative process, including the branches of Arizona government
3. Describe how a bill becomes law
4. Compare and contrast the merits of different proposals

Activity:

1. Brief discussion of laws: Why do we have laws? What laws would you like to see enacted? How does an idea become a new law?
 - Provide information on Arizona government, including the handout on how a bill becomes law. Find this information at <http://www.azleg.state.az.us/alisPDFs/hbillaw.pdf>.
 - If you have access to the Schoolhouse Rock program, "I'm Just a Bill" is a great way to illustrate how a bill becomes law.
2. Visit the following California Web site, which goes through the steps of proposing a new bill: <http://www.assembly.ca.gov/acs/acsframeset16text.asp>. As a class, using one of the student's ideas, create a bill to take through the process. This can be done individually if preferred.
3. Teams meet, peer edit essays within their teams, and select their nominee for state symbol by filling out the Legislative Proposal Form and attaching their essays.
4. Groups send their nomination (and all other essays) to a "committee" (another team) for approval. The committee may:
 - accept and pass along the bill
 - reject it
 - modify it by selecting a different candidate from the enclosed essays.
5. Assign the final draft of their paragraph as homework.

Lesson 4: "What Happens at the Arizona State Legislature?"

Goal: Model a legislative session and select new state symbols

Objective:

1. Compare and contrast the merits of different proposals
2. Follow the step-by-step procedure for a citizen's idea to become law

Activity:

1. Present all eight team nominations to the whole class. Lead a discussion to highlight the diversity of life and various adaptations of species to environmental conditions.
2. Divide the class into members of the House and Senate. (Two-thirds of the class should be members of the House, one-third members of the Senate, to optimally mimic our state legislature.) Each branch will review four of the eight proposed symbols, rejecting, passing or sending them back to committee for revision. Those that pass will be sent on to the other branch for approval.
3. Once a bill is passed by both houses, it is sent to the "governor" (the teacher, the principal, a parent or student) who may pass it, send it back or ignore it. Discuss what will happen to the bill in each of these circumstances.



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Lesson 5: “Celebrate new learning”

This day should be used for final assessments and the posting of pictures and essays of the new symbols. As an alternative, send your new state symbols to the education branch of the Arizona Game and Fish Department. We will post your results to our Web site.

Assessments

- Completion of State Symbols Graphic Organizer
- Student Planning Sheet, including a paragraph explaining the symbol choice
- Performance task: Create a bill and take it through the legislative process

Extensions

1. Create a class booklet of Arizona plants and animals by binding together the essays and information the students gather in their individual projects.
2. Create a class map showing the location and distribution of each species.
3. Prepare a PowerPoint presentation or create a Web site about your animal/plant.

Resources

- “I’m Just a Bill” video (if available) from Schoolhouse Rock
- Other useful Web sites:
 1. <http://www.lawforkids.org/index.cfm>
 2. <http://www.uen.org/Lessonplan/preview?Lpid=538> (Utah lesson plan)

Vocabulary

Bill:	a proposed law
Law:	a rule that controls what we can and cannot do
Legislature:	a group of people who make the laws
Nomination:	a person or item that has been selected for an honor or task
Symbol:	an image, figure or object that represents an idea or quality

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